

**Webb County Commissioners' Court
Head Start, Early Head Start, and USDA CACFP
Annual Report to the Public
for Fiscal Year 2013-2014
September 1, 2013 – September 29, 2014**

INTRODUCTION

This report is prepared to comply with the Head Start Reauthorization Act of 2007. This Act states that:

Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

A) The total amount of public and private funds received and the amount from each source.

1. Public Funds:
 - a. Federal Head Start Grant = \$ 9,168,471
 - b. USDA Child and Adult Care Food Program = \$ 943,967
2. Private Funds: \$3,164,020

HS-Webb	2,842,170.17
EHS-Webb	170,040.39
EHS-TMC	151,809.58

(B) An explanation of original budgets, final budgets, and actual expenditures for the fiscal year.

<u>Original Budget</u>		
Category	Head Start Program	USDA / CACFP
Personnel	5,492,544	279,529
Fringe Benefits	2,455,737	158,932
Travel	36,000	0
Supplies	190,567	0
Contractual	327,400	0
Other	655,568	505,506
Indirect Cost	10,655	0
Total	9,671,988	1,002,337

<u>Final Budget</u>		
Category	Head Start Program	USDA / CACFP
Personnel	5,282,776	279,512
Fringe Benefits	2,418,860	158,949
Travel	34,000	0
Supplies	273,762	0
Contractual	327,046	0
Other	821,374	516,825
Indirect Cost	10,655	582,707
Total	9,168,471	955,286

<u>Actual Expenditures</u>		
Category	Head Start Program	USDA / CACFP
Personnel	5,264,600	245,034
Fringe Benefits	2,306,953	133,634
Travel	31,912	0
Supplies	275,191	0
Contractual	327,024	0
Other	810,975	483,966
Indirect Cost	10,074	0
Total	9,026,729	862,634

(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

1. Number of Children Served = 1,268
2. Number of Families Served = 1,219
3. Average Monthly Enrollment = 100% (1,226)
4. Percentage of Eligible Children (who applied) Served = 48%
5. Percentage of Eligible Children (who enrolled) Served = 99%

(D) The results of the most recent review by the Secretary and the financial audit.
Federal review by the Secretary of Health and Human Services:

The most recent federal review of the Webb County Head Start program was completed on January 18, 2013. During that review there were three areas of noncompliance. They are as follows:

1. PART 641A. STANDARDS; MONITORING OF HEAD START AGENCIES AND PROGRAMS (42 U.S.C. 9836A) (G) Self-Assessments – (3) ONGOING MONITORING – Each Head Start agency (including each Early Head Start agency) and each delegate agency shall establish and implement procedures for the ongoing monitoring of their respective programs, to ensure that the operations of the programs work toward meeting program goals and objectives and standards described in subsection (a)(1).

The grantee did not ensure its ongoing monitoring procedures ensured compliance with Federal regulations and worked towards meeting program goals and objectives. The grantee's tools and procedures were not used effectively or consistently by program staff.

Reviewer's Observation: Observations in 17 centers found toilets were not well maintained, clean, or in good repair, and a door frame was covered in rust.

Corrective Action: The ongoing monitoring tool has been revised and expanded to cover more areas in facilities, and its content is more detailed, with particular attention focused on the detection of rust in hard to see areas. Staff will be provided with a training on the content of the instrument and its application. The application of this tool will be increased from quarterly to monthly.

Outcome: On-going monitoring procedures will ensure compliance with all local, state, and Federal rules and regulations and will enable the program to work towards meeting the program goals and objectives.

Monitoring Review: On July 31, 2013, the Administration for Children and Families (ACF) conducted a monitoring review of the Webb County Commissioners Head Start and Early Head Start programs to determine whether the previously identified finding had been corrected. A review of the Procedures for Ongoing Monitoring found they were revised, effective February 20, 2013. The document review found the revisions were approved by the Policy Council May 3, 2013 and the Webb County Commissioners' Court May 28, 2013. Monitoring tools included a Restroom Maintenance/Sanitation Log form, Monthly Inspection form for classrooms, Disinfecting Solution Log, Daily Playground Inspection Checklist, Mat/Toys Sanitation Schedule, Children's List for Designated Mats, and a First Aid Kit Log. Revisions to the Ongoing Monitoring Procedures included the addition of program-wide content area monitoring specific to the items cited as out of compliance during the triennial review. The procedures also included posting a sanitation schedule in each restroom; thorough inspections of toilets and hardware, including screw caps; and inspecting for rust throughout the facilities. In an interview with the Executive/Head Start/Early Head Start Director confirmed the Ongoing Monitoring Procedures were revised and stated the grantee began correcting the noncompliances immediately upon notification. The grantee established and implemented ongoing monitoring procedures to ensure compliance with Federal regulations and work towards meeting program goals and objectives; therefore, it was in compliance with this regulation. Based on the information gathered during the review, ACF closed the previously identified findings. Accordingly, no corrective action is required at this time.

2. PART 1304 – Program Performance Standards for Operation of Head Start Programs by Grantees and Delegate Agencies 1304.53 Facilities, Materials, and Equipment. (a) Head Start Physical Environment and Facilities (10) Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical

arrangements are consistent with the health, safety, and developmental needs of children. At a minimum, agencies must ensure that: (viii) Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions;

Reviewer's Observation: The grantee did not ensure indoor premises were kept free of undesirable materials and conditions. An observation in Little Palominos classroom 4 found the base of the steel door frame leading from the classroom to the children's restroom had rust at the bottom of door frame. Rust-stained floor tiles was observed on both sides of the door frame, indicating a lack of proper cleaning and maintenance over time. An observation in Larga Vista classroom 4 found a storage unit was unlocked and accessible to children. The cabinet contained a spray bottle labeled "bleach," spray mount labeled "keep out

Corrective Action: The ongoing monitoring tool has been revised and expanded to cover more areas in facilities, and its content is more detailed, with particular attention focused on the detection of rust in hard to see areas. Staff will be provided with a training on the content of the instrument and its application. The application of this tool will be increased from quarterly to monthly. Teachers will conduct a classroom inspection before children arrive and submit a Work Order for any need of repairs found during the inspection.

Outcome: The grantee will ensure that indoor premises are always kept free of undesirable material and conditions

Monitoring Review: On July 31, 2013, the Administration for Children and Families (ACF) conducted a monitoring review of the Webb County Commissioners Head Start and Early Head Start programs to determine whether the previously identified finding had been corrected. A review of the Procedures for Ongoing Monitoring found they were revised, effective February 20, 2013. The document review found the revisions were approved by the Policy Council May 3, 2013 and the Webb County Commissioners' Court May 28, 2013. The grantee ensured indoor premises were kept free of undesirable materials and conditions. An observation in the Little Palominos Center classroom 4 found the base of the steel door frame leading from the classroom to the children's restroom was free of rust and other hazardous conditions. An observation in Larga Vista Center classroom 4 found the storage unit was removed and replaced with a locked cabinet. In separate interviews, the Executive Head Start/Early Head Start Director, Health and Safety/Facilities Coordinator, and Area Service Managers stated noncompliances identified during the triennial review were corrected during the review week. In addition, the Health and Safety/Facilities Coordinator stated all staff were trained on proper storage to ensure personal belongings and hazardous materials were kept out of the reach of children. The grantee ensured indoor premises were kept free of undesirable materials and conditions; therefore, it was in compliance with the regulation. Based on the information gathered during the review, ACF closed the previously identified findings. Accordingly, no corrective action is required at this time.

3. PART 1304 – Program Performance Standards For Operations of Head Start Programs By Grantees And Delegate Agencies. 1304.53 Facilities, Materials, and Equipment. (a) Head Start Physical Environment and Facilities (10) Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilations, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. At a minimum, agencies must ensure that: (xiv) Toilets and handwashing facilities are adequate, clean, in

good repair, and easily reached by children. Toileting and diapering areas must be separated from areas used for cooking, eating, or children's activities.

Reviewer's Observation: The grantee did not ensure toilets and hand washing facilities were adequate, clean, in good repair, and easily reached by children. Observations in 17 centers found toilets in 5 settings were not well maintained, clean, or in good repair. Toilets in Jesus Garcia classroom 3, Villa Alegre classroom 2, and Tatangelo II classroom 3 and 4 had rusty screws protruding approximately 2 inches at the base. In the Tatangelo II handicap-accessible bathroom used by children for tooth brushing, a screw was missing from the base of the toilet, leaving a hole going through the base of the toilet and into the floor.

Corrective Action: The ongoing monitoring tool has been revised and expanded to cover more areas in facilities, and its content is more detailed, with particular attention focused on the detection of rust in hard to see areas. Staff will be provided with a training on the content of the instrument and its application. The application of this tool will be increased from quarterly to monthly. The Classroom Aide will be responsible for conducting an inspection of all restrooms. A report will be submitted to the Area Service Manager in the event that there is a finding during the inspection, with a request for repair, if needed.

Outcome: The grantee will ensure that all toilet and hand washing facilities will be maintained adequately, clean, in good repair, and easily reached by children.

Monitoring Review: On July 31, 2013, the Administration for Children and Families (ACF) conducted a monitoring review of the Webb County Commissioners Head Start and Early Head Start programs to determine whether the previously identified finding had been corrected. A review of the Procedures for Ongoing Monitoring found they were revised, effective February 20, 2013. The document review found the revisions were approved by the Policy Council May 3, 2013 and the Webb County Commissioners' Court May 28, 2013. The grantee ensured toilets and handwashing facilities were adequate, clean, in good repair, and easily reached by children. Observations in 10 centers found restrooms were clean and in good repair; all toilets were properly affixed to the floorboards and secured with screws covered with plastic caps; floors were clean and free from rust; and soap, hand towels, and toilet paper were supplied in each restroom. Observations also found storage units in the classroom were secured with locking mechanisms and no hazardous materials were within the reach of children. In an interview, the Area Service Managers (ASMs) and Family Service Workers (FSWs) at the Villa Alegre, Jesus Garcia, and Tatangelo II Head Start Centers confirmed the corrections observed and stated restrooms were checked for cleanliness every 2 hours every day Monday through Friday, when the centers were open. In addition, the ASMs and FSWs stated a Restroom Maintenance/Sanitation log form was completed at each 2-hour interval to ensure restrooms remained clean and in good repair. The grantee ensured toilets and handwashing facilities were adequate, clean, in good repair, and easily reached by children; therefore, it was in compliance with the regulation. Based on the information gathered during the review, ACF closed the previously identified findings. Accordingly, no corrective action is required at this time.

Independent Audit:

In addition to on-going, internal program monitoring and local self-assessment, the Webb County Head Start program receives an annual independent audit which is coordinated by the Webb County Auditor's Office. The most recent external audit was for the period which ended **September 30, 2013**.

This audit included no material findings. A complete copy of the audit is available at

<http://www.webbcountytx.gov/CountyAuditor/>

(E) The percentage of enrolled children that received medical and dental exams.

During the 2013-2014 program year 100% of enrolled children in Head Start received medical exams.

- The number of children with an ongoing source of continuous and accessible, routine, preventive and acute medical care = 1268

During the 2013-2014 program year 100% of enrolled children in Head Start received dental exams.

- The number of children with an ongoing source of continuous and accessible, routine, preventive and acute dental care = 1268

(F) Information about parent engagement activities.

Activities for parents include:

- Orientation of all Head Start services to enable parents to participate in the planning and implementation of program components.
- Training on community services to promote awareness and utilization of available resources.
- Referral and linkage to local educational and work training institutions, which may lead to self-enrichment and gainful employment.
- Two home visits and two teacher/parent conferences to enable staff to acquire a better understanding of each child's abilities and experiences.
- Monthly newsletter, calendars, and policy group meeting so as to maximize communication mechanisms between Head Start staff and families.
- Various conferences, trainings, and meetings to promote the role of fathers in building father/child relationships.
- Various conferences, trainings, and meetings to promote healthy family relationships.
- Special program events to promote cultural awareness and enhance community awareness.
- Head Start parents and former parents are provided many opportunities to advance personally and professionally. Qualified parent applicants are given priority for employment with the program.
- Leadership activities, through Parent Center Committee Meetings, Parent Executive Committee Meetings, and the Policy Council Meetings
- Volunteer activities
 - Nutrition Advisory Committee
 - Health Advisory Committee
 - School Readiness Committee
 - Transition Committee
- Home visits
- Parental Engagement in the children's educational plan.
- Parental Engagement in Mental Health Education to enhance their knowledge.
- Monthly parent meetings on topics designed and chosen by parents
- EHS Home Base program – 90 minutes of instruction for enrolled children
- EHS Home Base Program – Twice a month Grouping (various topics)

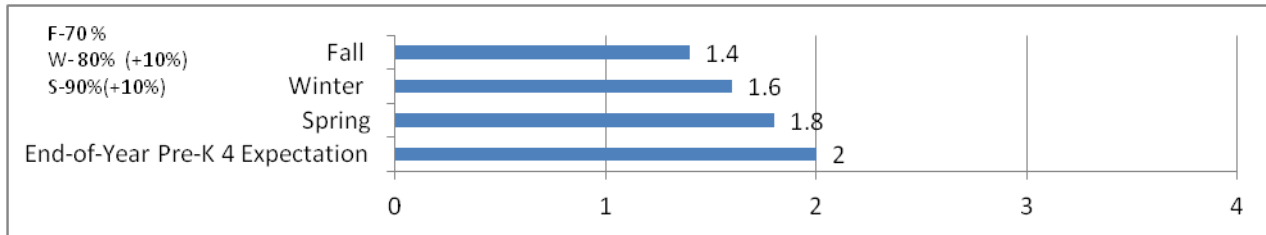
- Parental input into program design and feedback on effectiveness
- Fatherhood Engagement Activities: My Pal and Me – twice yearly
- Fatherhood Engagement Annual Youth and Grand Parades (with their Head Start Child)
- Fatherhood Engagement Annual Crime Stoppers Menudo Bowl fundraiser
- Fatherhood Engagement Annual Red Ribbon AY NO TO DRUGS Parade
- Parent “Budget Input” forms
- Annual Fall Parent Conference - Health Fair – Gateway Community Center
- Healthy Marriage / Relationship – Sessions and Conference
- Community Volunteer Committee
- Volunteer Training – Reader of the week, parent and child show and tell
- Visit – Tour : Commissioner’s Court (meet County Judge) and City Council Chambers,
- Parent’s Choir – Sing and visit elderly homes on Christmas and Mothers day.
- Conference – Facilitators; Registration, evaluations. (Fall Conference, Fatherhood Engagement conference, Healthy Marriage Conference, Transition Conference)
- Television Interviews
- Head Start staff and policy council members incorporate parent feedback in programming throughout the year and survey them at the end of the program.

(G) The agency's efforts to prepare children for kindergarten.

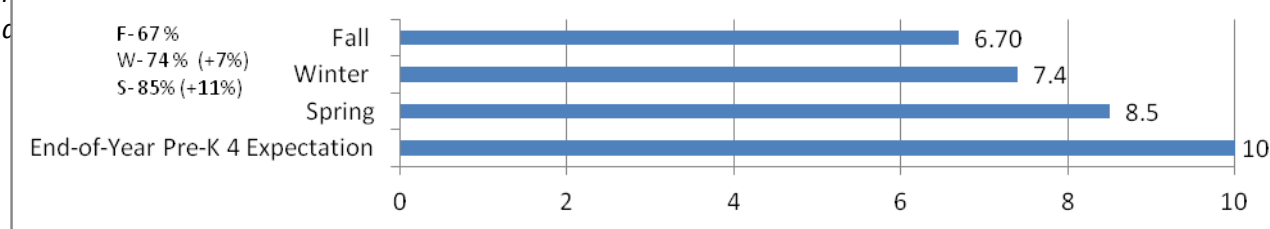
Close to one million U.S. children prepare for school in Head Start Programs throughout the Nation. Each year, more than 470,000 children of low income families transition from Head Start to kindergarten. For this reason, the Webb County Head Start program’s mission is to promote school readiness by enhancing the social and cognitive development of enrolled children through the provision of health, education, nutritional, social, and other services that are determined to be necessary.

In 2000, the Office of Head Start expanded the understanding of school readiness for children by delineating domains of learning and development in the Child Outcomes Framework. In 2010, the revised Head Start Child Development and Early Learning Framework was released to reflect changes in the field of early childhood, new research, and legislation that expand the understanding of school readiness. The framework provides a description of the developmental building blocks that are most important for a child’s school, long-term success, and it identifies five essential domains: Physical health and development; Social and emotional development; Approaches to learning; Language and literacy; and Cognition and general knowledge. Furthermore, it reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007. It is expected that all Webb County Head Start children will develop and progress in all areas of child development and early learning outlined in the framework. The curricula and assessment have been aligned with the Head Start Child Development and Early Learning Framework and with the Texas Pre-K Guidelines. Head Start parents are encouraged to engage as their children’s first educators, working together with teachers to support the school readiness goals. All classrooms are monitored on a monthly basis to ensure that the environment is conducive to learning. Children’s development and growth are measured and analyzed three times during the school year. An action plan is developed after each checkpoint to ensure the continuing development of the Webb County Head Start children.

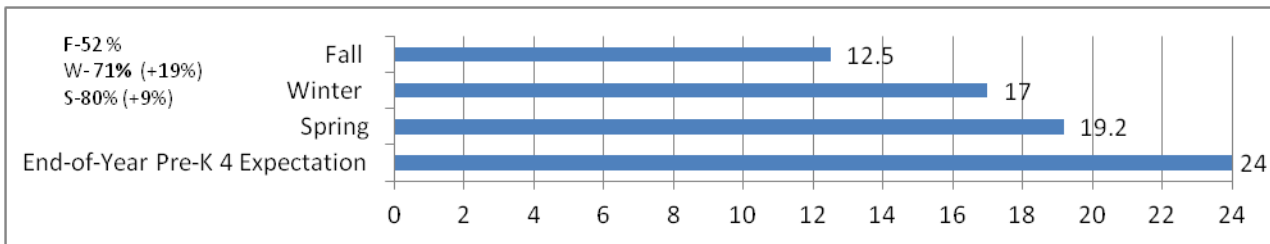
Physical Health Status: Children will maintain a healthy and age appropriate physical well being.



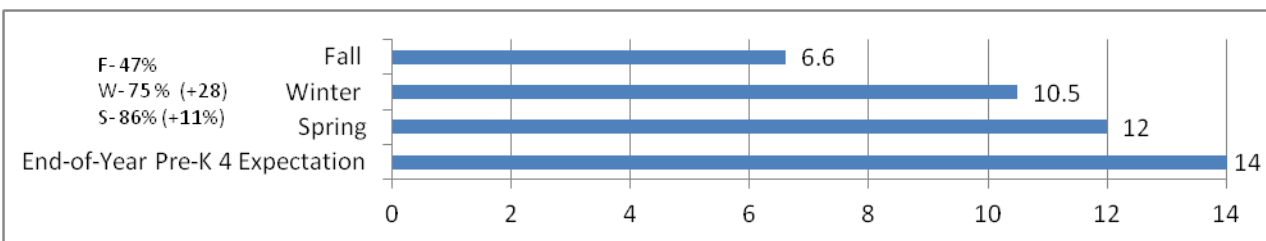
Health Knowledge and Practice: Children will demonstrate an understanding of healthy and safe habits.



Gross Motor Skills: Children will control large muscles for movement, navigation, and balance.

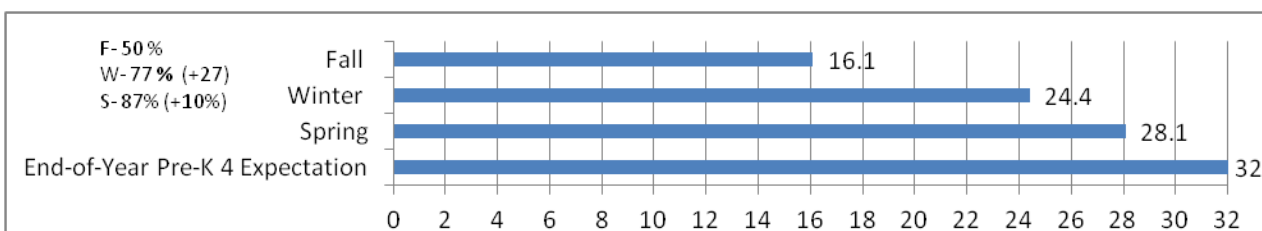


Fine Motor Skills: Children will control small muscles for such purposes as using utensils, self-care, building, and exploring.

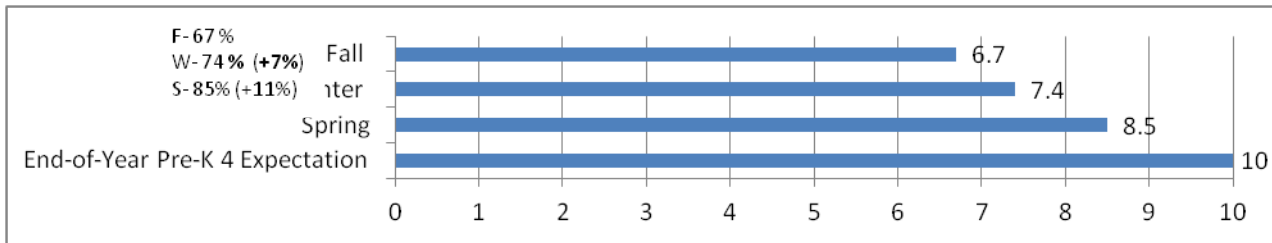


Social and Emotional Development

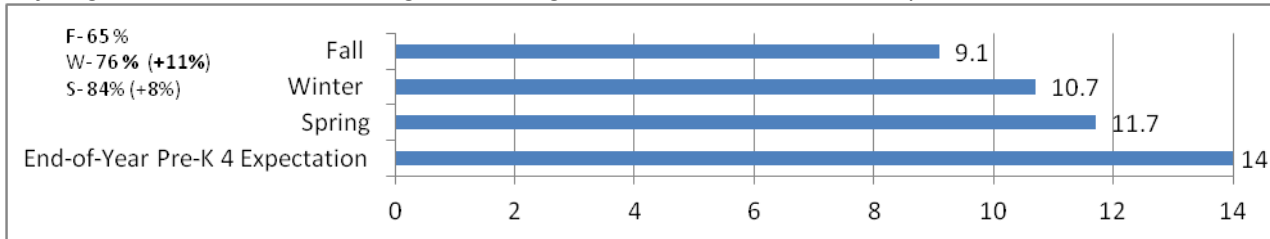
Social Relationships: Children will maintain healthy relationships and interactions with adults and peers.



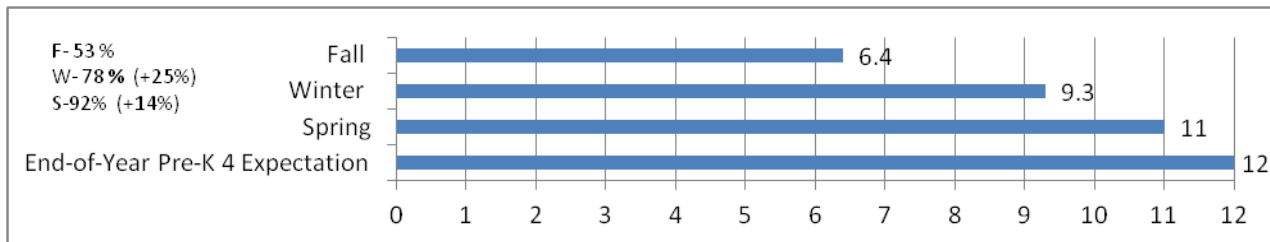
Self-concept & Self Efficacy: Children will demonstrate perception that one is capable of successfully making Decisions, accomplishing tasks, and meeting goals.



Self-Regulation: Children will recognize and regulate emotions, attention, impulses, and behavior.

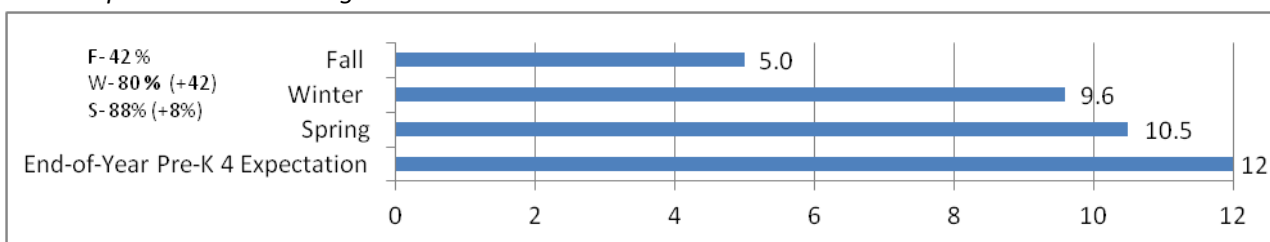


Emotional & Behavioral Health: Children will demonstrate a healthy range of emotional expression and learning positive alternative to aggressive or isolating behaviors.

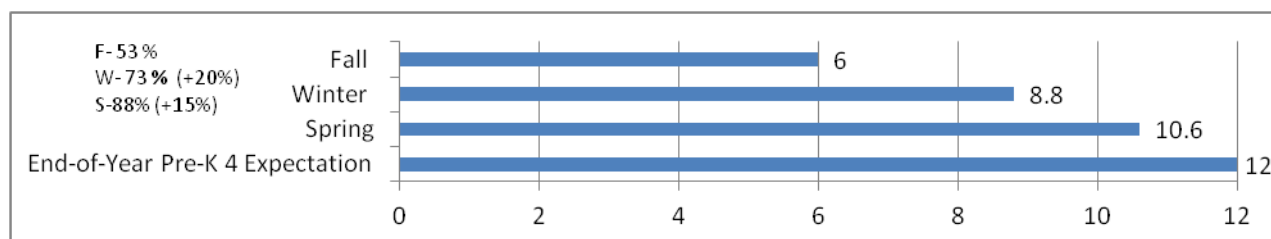


Approaches to Learning

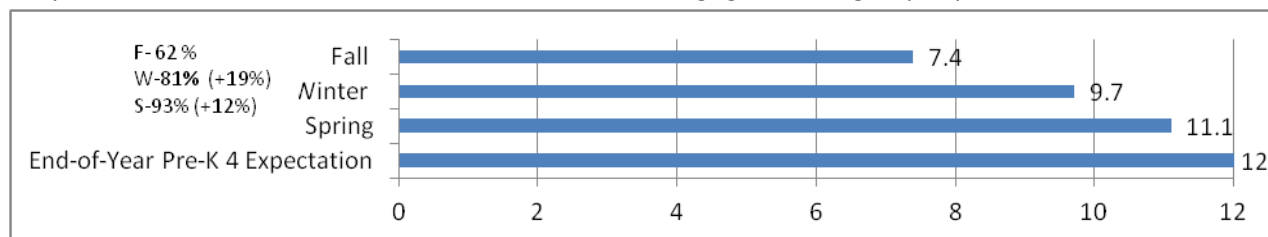
Initiative & Curiosity: Children will demonstrate an interest in varied topics and activities, desire to learn, creativeness, and independence in learning.



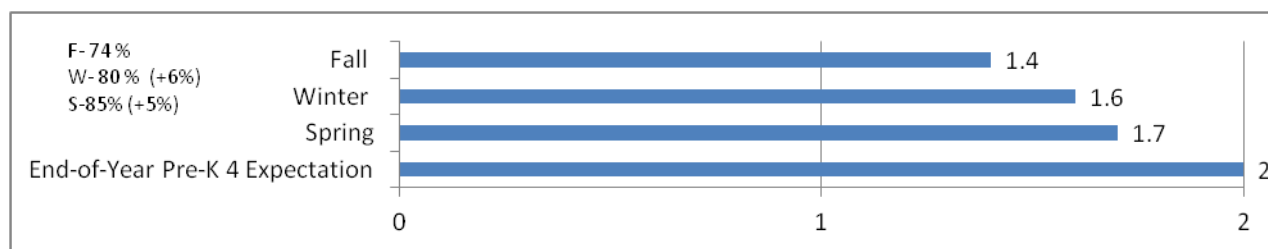
Persistence & Attentiveness: Children will demonstrate an ability to begin and finish activities with persistence and attention.



Cooperation: Children will demonstrate an interest and engagement in group experience.



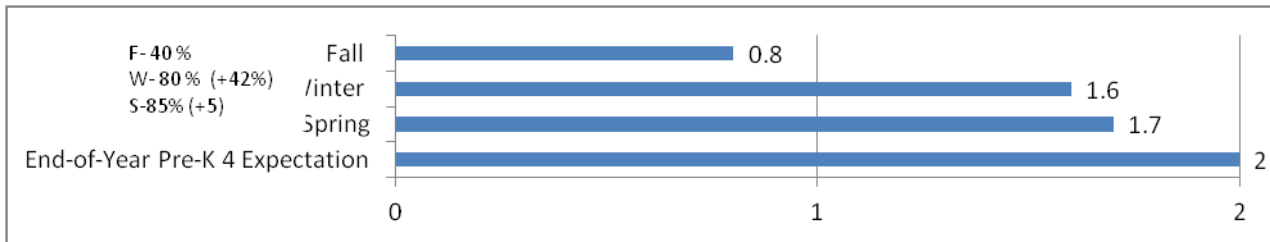
Music: Children will use voice and instruments to create sounds.



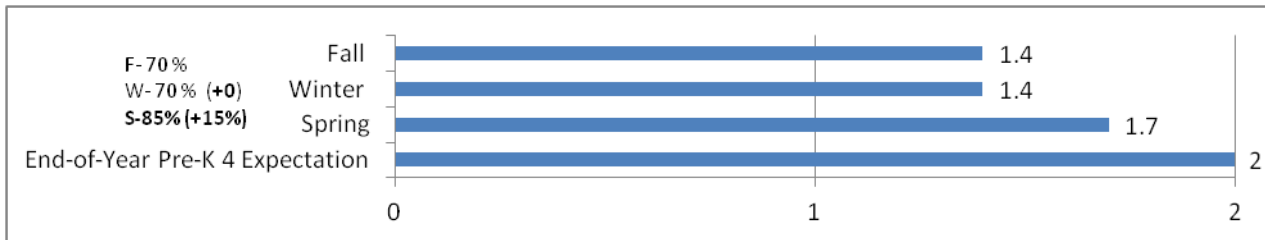
Creative Movement & Dance: Children will use body to move to music and express oneself.



Art: Children will use a range of media and materials to create drawings, pictures, or other objects.

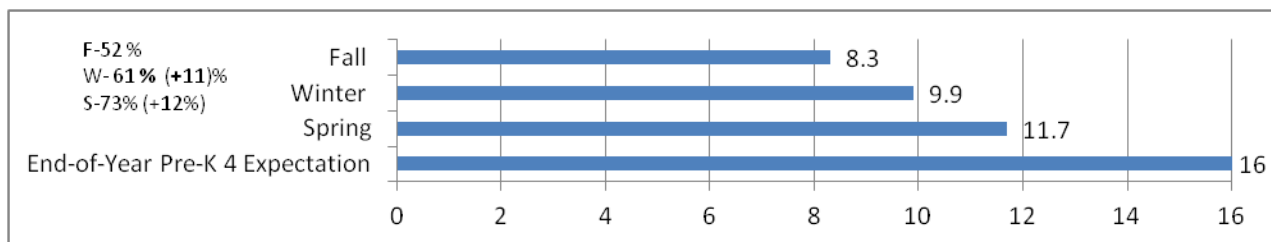


Drama: Children will portray events, characters, or stories through acting and using props and language.

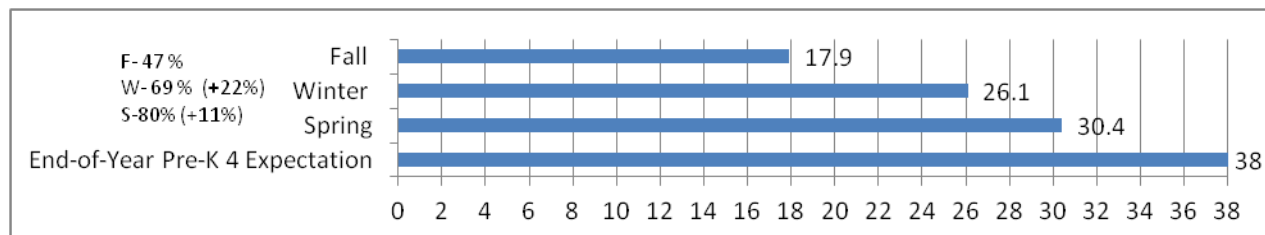


Language and Literacy

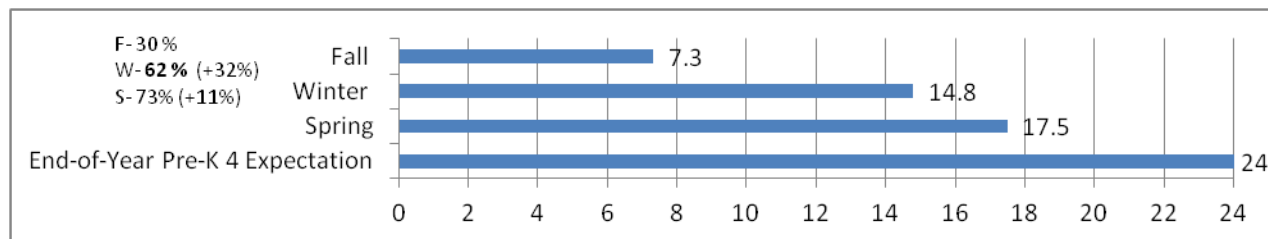
Receptive Language: Children will comprehend or understand language.



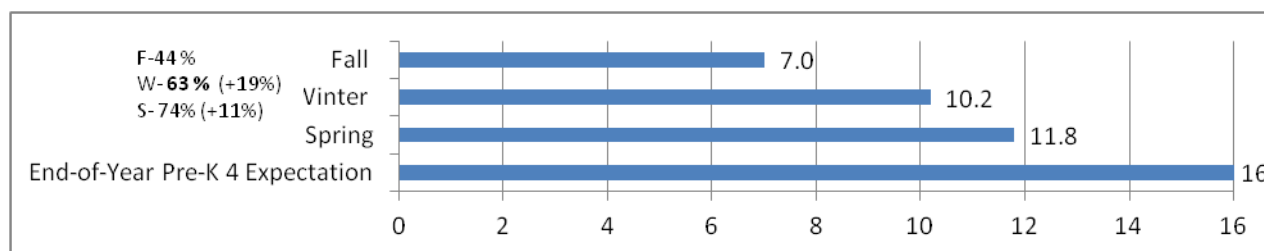
Expressive Language: Children will demonstrate ability to use language.



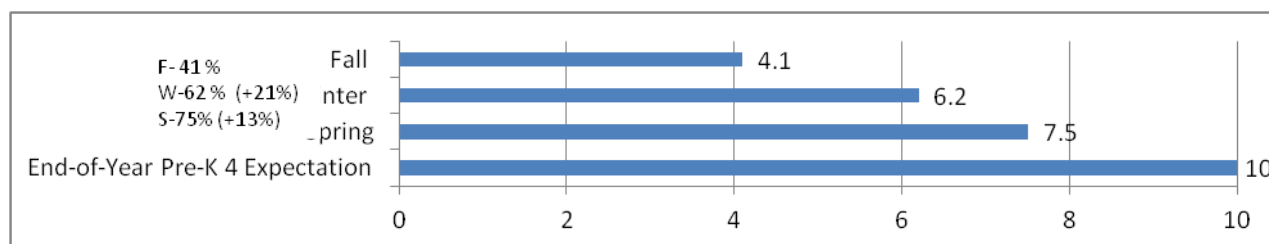
Book Appreciation and Knowledge: Children will demonstrate interest in books and their characteristics, and the ability to Understand and get the meaning from stories and information from books and other text.



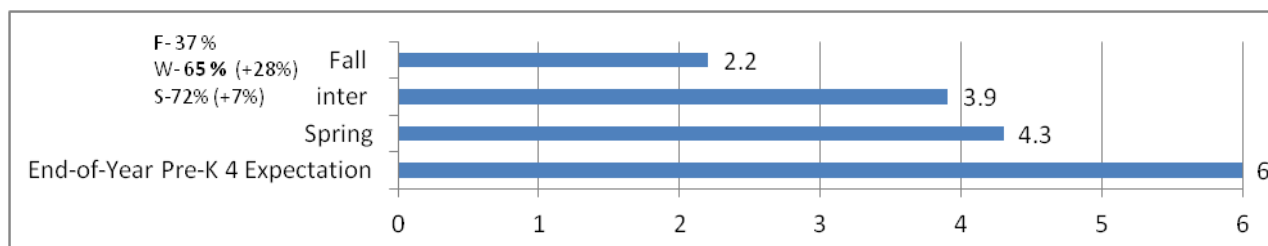
Phonological Awareness: Children will demonstrate an awareness that language can be broken into words, syllables, and smaller pieces of sound.



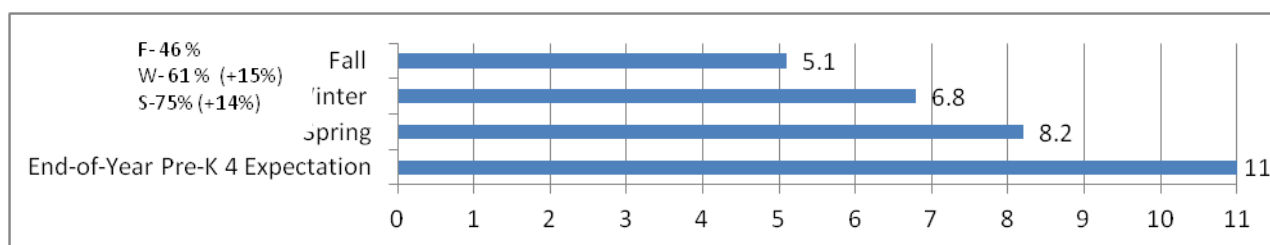
Alphabet Knowledge: Children will identify names and sounds associated with letters.



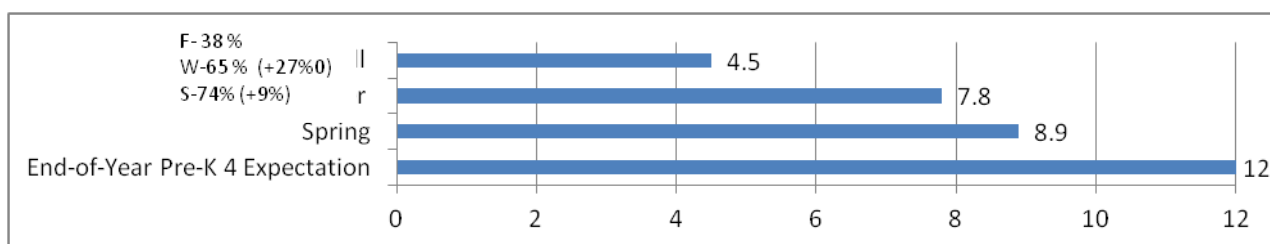
Print Concepts & conventions: Children will demonstrate knowledge of the concepts about print and early decoding (identifying letter-sounds relationships).



Early Writing: Children will become familiar with writing implements, conventions, and emerging skills, to communicate through written representations, symbols, and letters.

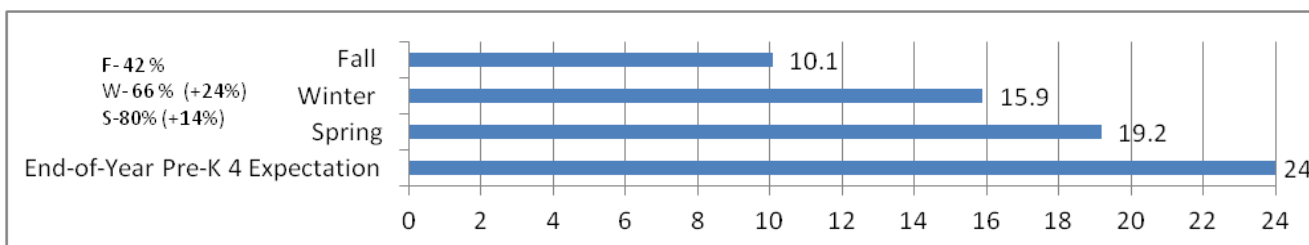


Engagement in English Literacy Activities: Children will demonstrate ability to understand and respond to books, storytelling, and songs presented in English.

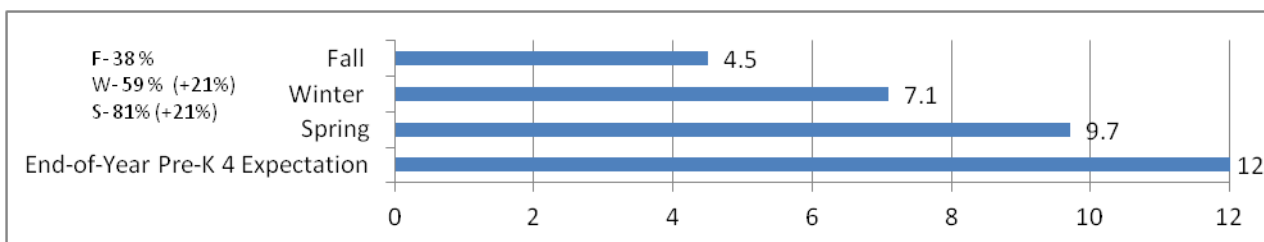


Cognition and General Knowledge

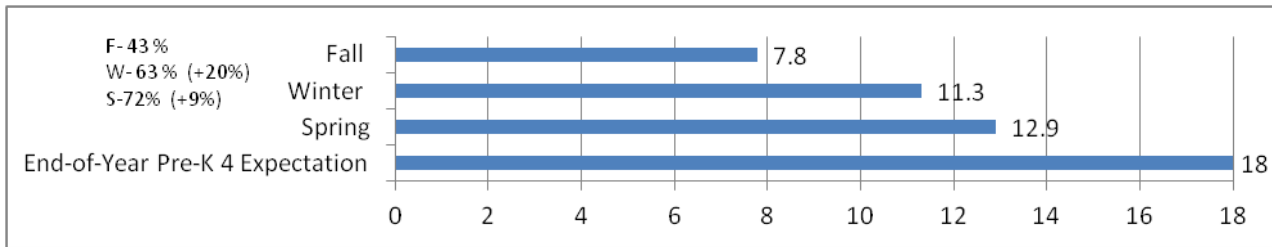
Reasoning & Problem Solving: Children will demonstrate ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.



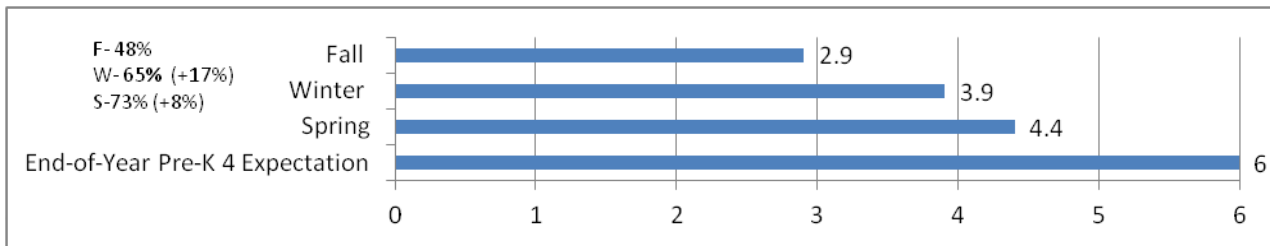
Symbolic Presentation: Children will use symbols or objects to represent something else.



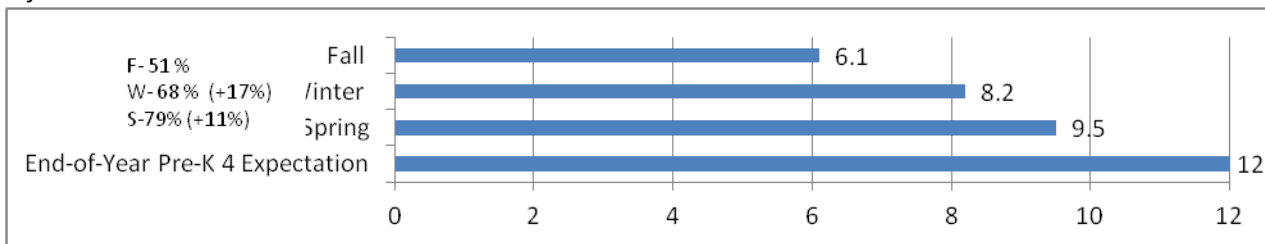
Number Concepts & Quantities: Children will demonstrate understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).



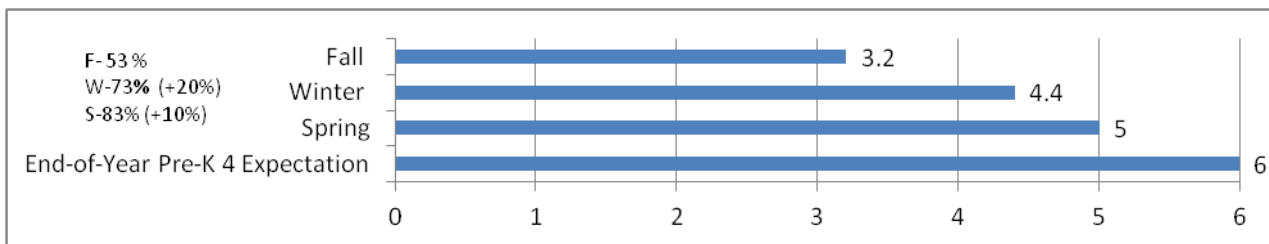
Number Relationships & Operations: Children will use numbers to describe relationships and solve problems.



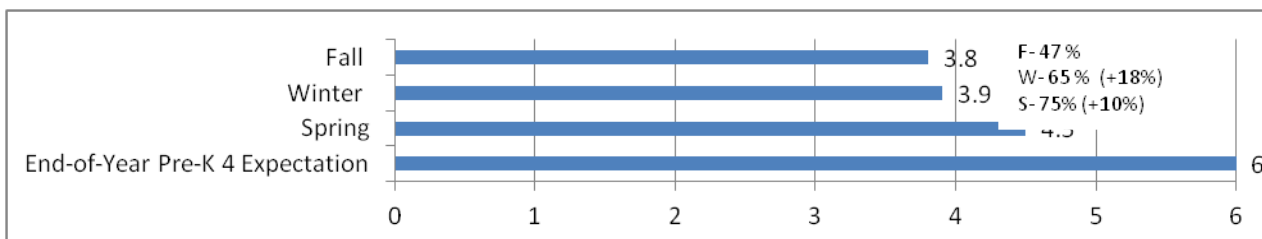
objects are related to one another.



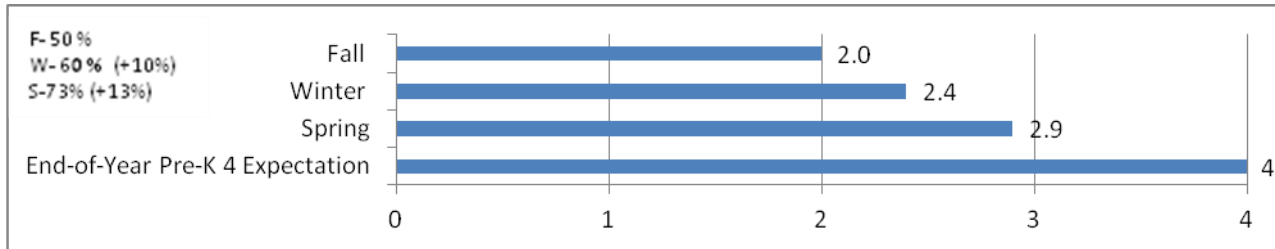
Patterns: Children will recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.



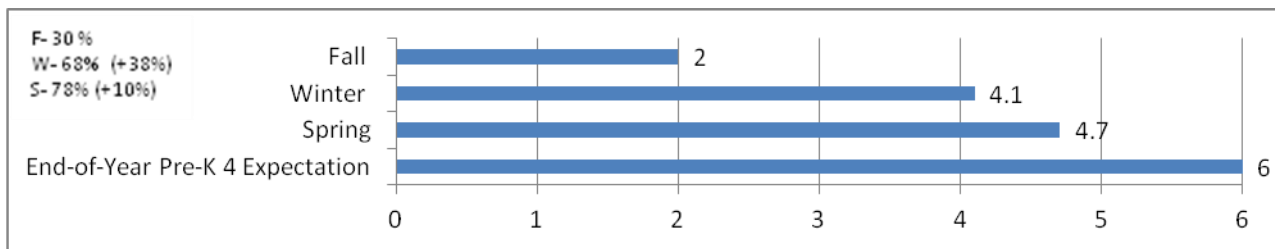
Measurement & Comparison: Children will demonstrate understanding of attributes and relative properties of objects as related to size, capacity, and area.



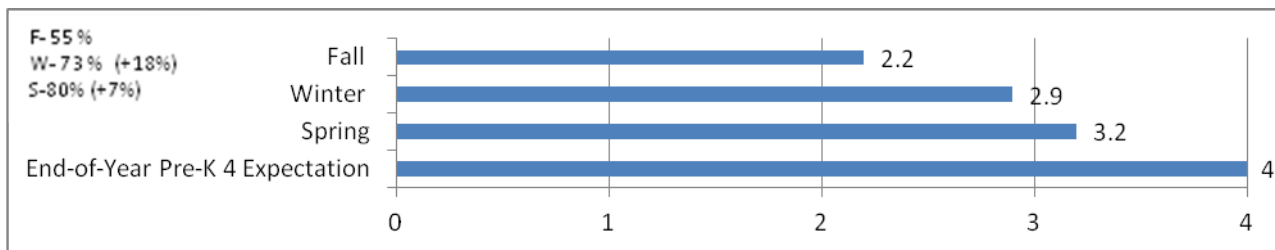
Scientific Skills & Method: Children will observe and collect information and use it to ask questions, predict, explain and draw conclusions.



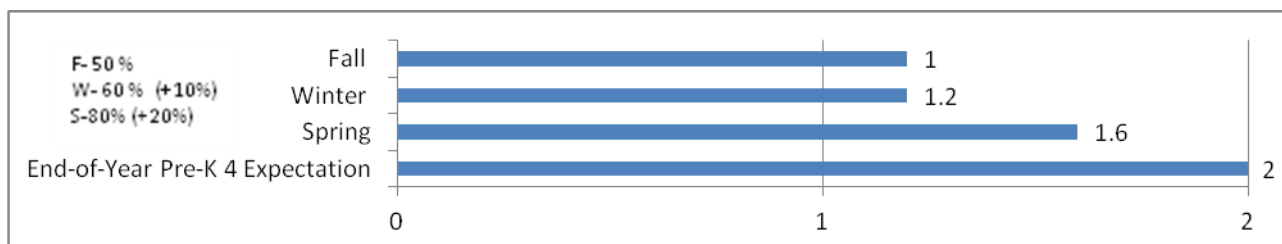
Conceptual Knowledge of the Natural & Physical World: Children will acquire concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.



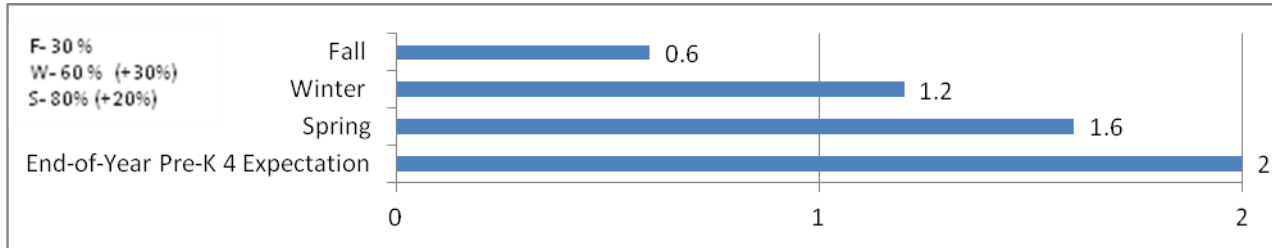
Self, Family, & Community: Children will demonstrate understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.



People & The Environment: Children will demonstrate understanding of the relationship between people and the environment in which they live.



History & Events: Children will demonstrate understanding that events happened in the past and how these events relate to one's self, family, and community.



The above charts indicate children have made progress throughout the year in all 5 essential domains from Fall 2013 to Winter and from Winter to Spring 2014.